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ABSTRACT

This study investigated the current policies and programs in selected teacher-training colleges and universities to determine if listening skills are being taught. In addition, language arts professors' attitudes toward the teaching of listening skills were surveyed. Opportunities provided for preservice teachers to observe, demonstrate, and practice listening skills were also identified. The subjects of the study were 99 responding professors who were from 125 colleges or universities chosen by random selection. The research inquiry was divided into two categories: questions pertaining to practices, both institutional and personal, and statements pertaining to attitudes, as measured by policy statements on current practices compared to desired practices. Results indicated that listening is being taught in 89 percent of the responding institutions, and that 95.8 percent of the respondents offered this listening instruction in the teacher training department. In language arts departments, listening received less attention than the other language skills; however, preservice teachers (91.7 percent) reported that they had opportunities to acquire listening knowledge. Generally, the responders did not believe that listening should be taught as a separate course, but that preservice teachers should be taught methods in the techniques of listening. The survey questionnaire is appended and 31 references are included. (JD)

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Chapter I

INTRODUCTION AND OVERVIEW OF STUDY

Communication, a fundamental human behavior, is the process of expressing or sharing thoughts, ideas or experiences. Centuries before man learned to communicate with written symbols, he shared information with his fellow man by word of mouth (Anderson, 1952). Through a combination of language processes, those of speaking (giving) and of listening (receiving), meanings were symbolized and conveyed. Thus, listening, the ability to accurately receive and process information was in indispensable, communication skill.

"In the 16th century, when printing began to have far reaching effects, man especially Western man, slowly lost his listening heritage in favour of a reading one" (Markgraf, 1960, p. 4). Mersand (1951) found that in the early days of printing it was believed that people who were able to read the printed page would become more civilized than those who could only speak and listen. Furness (1955) sums the prevailing attitude toward listening from the 1500's to the 1900's with the statement, "The art of listening and the culture of oral tradition were largely replaced by a concern for print and the practice of measuring literacy in terms of reading ability" (p. 525).

Arnove and Graff (1987) found, "Literacy takes on meaning according to the historical and social sense. Notions of what

constitutes literacy change over time and differ by setting, causing estimates of illiteracy to vary enormously from time to time and from place to place" (pp. 205-206). Today literacy can no longer be defined by the singular criteria, that of the ability to read; other processes, including those of listening should be added to the requirements for each individual to become literate. The subject of this research study is that illusive, complex, individual language process used to receive information, and assist each individual in becoming literate - listening.

Okazawa-Ray, Anderson and Travel (cited in Morimoto, 1987) found a myriad of subtle levels of meaning involved in the listening process, causing individuals to make choices as to the nature of the dialogue and the concepts accepted. The processes of listening are difficult to succinctly define and the terminology (for example auding vs listening) varies from author to author. This ambiguity of levels of listening, fluctuating terminology and various definitions increases the difficulty of gaining either a focus or a concensus of understanding, thus adding to the complexity of listening practices, research and pedagogy.

However, for purposes of this study, the definition of listening is to accept, process and respond to that which is heard. This definition includes the simple recognition of an aural message (receiving or hearing) moving to encompass the assigning of meaning (processing, thinking and feeling) and culminating in the message response (requiring action or reaction).

Listening Rationale

Man's educational focus for 15 centuries relied on the abilities to listen and speak (Backland, 1985). With the availability of printed material reading and writing were added to the procedures of acquiring and processing information. As a result, from the 1500's to the early 1900's, the primary methods of formal schooling were thought to be reading and writing with little attention focused on the skill of listening.

A significant portion of educational efforts in American schools continues to be directed to the development of the individual's ability to use language (Steil, 1977). Strickland (1983) found, "Language...serves to mediate all learning. For this reason, the development of language and literacy in children is considered school's first and most fundamental responsibility" (p. 112). In addition, Steil (1977) determined the basic needs or objectives of education to be the clarifying and developing of maximum growth, both individual and social.

Educationally determining how those growth needs and objectives will be addressed are curricular decisions. Anderson (1952) states, "One of the accepted principles of curriculum making is that pupils ought to be taught to do well those things which current living demands of them" (p. 216). In addition, Douglas (cited in Steil, 1977) claimed

> The function of the school curriculum was to provide the means for students to have experiences that will

> influence their physical, social and emotional growth in desirable ways and toward desirable ends...there is a common need for skills in reading, listening, thinking and writing (p. 3).

Competent communication is predicted upon the ability to gather information from the environment and other individuals (Larson, Backlund, Redmond & Barbour, 1978). In education this gathering of information first involves the process of listening. Barker (cited in Larson et al. 1978) claims listening may be the most important communicative activity in which we engage and adds, "as such listening apparently needs to occupy a central place in any consideration of communication competence" (p. 49).

Woven and Coakley noted the importance of listening education by stating:

> Our ability to speak, read and write (as well as to master complex cognitive skills, such as reasoning) is directly and indirectly dependent on our ability to listen. If we are not proficient in any of these skills we are handicapped in the process of learning and communicating, two activities that are necessary in order for us to participate productively in modern life (p. 7).

Today the communication areas of listening, speaking, reading and writing form the basis of curriculum emphasis designated as "language arts." Lundsteen (1979) found listening skills to be the first learned and listening was the basis for acquiring all other language

arts. Anderson (1952) stated, "quantitatively speaking, listening is without doubt the most important of the four language arts, we have always spoken a thousand times more words than we write and listened to a thousand times more words than we read" (p. 217).

R.G. Nichols (personal communication, 1988) found the education system to have ignored the processes of listening and the teaching of listening skills. Of those language arts skills used most in life, listening is taught the least; while those skills used least in life are taught the most, such as reading. He therefore contends our educational system is upside down.

Further complicating the learning and teaching of listening is the interdependence of subject matter found within the language arts curricula. That curricula is further delineated as decoding using the receptive communication skills of reading and listening or encoding, using the expressive communication skills of speaking or writing (Haakinson, 1987). Larson, et al. (1978) found the ability to communicate competently depends on individual receptive (decoding) abilities, further validating the acquisition of listening proficiency.

Cyclical Emphasis

Innovations of the 1920's, including the sound motion picture, telephone and radio, led to a renewed interest in other communication processes besides print, including a revaluing of the process called listening. Russell and Russell (1979) stated, "Radio is returning

the wealth of human learning to the ear-minded, opening vaster audiences, vaster opportunities and vaster dangers through the spoken word than have ever been open to the written" (p. 6).

However, the emphasis on listening proved to be short-lived and of little educational consequence, as measured by the limited quantity of available research on the subject of listening, in contrast to the available research conducted in other language arts (Rankin, 1926; Steil, 1983). Nichols (1948) found one article on the subject of listening to have been published before 1920 and eight between 1920 and 1930. Listening once again became dormant in terms of educational concern, with little explanation available in the research to explain the lack of interest.

Influences of the 1950's including television, the amount of participation in group discussions, public forums and debates made the spoken word the most powerful medium of communication the world has ever known (Anderson, 1952). The number of articles addressing the subject of listening increased, 20 were published between 1930 and 1940 and 42 between 1940 and 1947 with the total of 34 of the 72 articles appearing between 1943 and 1949 (Nichols, 1948). Once again the listening emphasis proved to be of little curricular consequence. In search of reasons for this phenomenon Pearson and Fielding (1982) found enthusiasm for effective listeners declined during the 1970's and the early 1980's because educational energies were focused on reading and writing.

In the late 1980's technological processes such as video recording and other electronic equipment added to the repertoire of personal communication challenges. The individual skill requirements were focused back once again from the eye (reading), to include the ear (listening) for yet another time. Experts in listening research continue to reinforce and restate the position that listening is a central factor in our humanity, that listening competency is a necessary life functioning skill and that listening should have curricular emphasis (Backlund, 1985; Rankin, cited in Wolvin & Coakley, 1985). It is in this climate that listening knowledge, listening understanding and listening practices became the focus for this study as a timely and viable topic of research.

Pedagogy Pertinent to Listening

Several basic facts concerning listening pedagogy, skills, processes and practices form the foundation of this research. Those facts included the following:

1. Listening differs in definition and process from the physical act of hearing and listening does not occur simply because sounds are transmitted or received (Nichols, cited in Wolvin & Coakley; Russell & Russell, 1979; Steil, 1977; Wolvin & Coakley, 1985).
2. The ability to listen is observable, identifiable and measurable (Nichols, 1957; Russell & Russell, 1979; Steil, 1980; Wolvin & Coakley, 1985).

3. Listening is not an inherent process, but a skill that can be taught, practiced and reinforced and can even be relearned, developed and improved (Duker, cited in Wolvin and Coakley, 1985; Lundsteen, 1979; Mersand, 1951; Steil, 1984).
4. The listening process is interactive and reciprocal with other skills (Russell & Russell, 1979).
5. There are differences between individual abilities to listen and in the environments and purposes for listening (Duker, 1966; Lundsteen, 1979; Nichols, 1948).
6. Listening is an active endeavor, demanding energy and discipline (Wolvin & Coakley, 1988).

Listening Credibility

Perhaps the greatest impetus to the credibility and importance of teaching listening should have come with the advent of Federal government recognition. In 1978--with the enactment of Public Law 95-561, the amendment to the Elementary and Secondary School act of 1965--the Federal government for the first time mandated the inclusion of oral communication as a necessary basic skill. This legislation defined basic skills as "reading and mathematics and effective communication, both written and oral" (U.S. Code, 1978, p. 191). Thus, the oral communication techniques of speaking and listening were acknowledged as basic skills as well as measures of literacy and defined as necessary basic curricular competencies (Backlund, 1985; Steil, 1980; Wolvin & Coakley, 1985).

Theory vs Practice

Educators agree the process of listening and the teaching of listening skills are important communication goals. However, listening has not been and is not being taught on any educational level, from elementary school to graduate school (Anderson, 1952; Duker, 1966; Lundsteen, 1979; Wolvin & Coakley, 1988). The question of primary importance to this study is why, if listening is acknowledged to be of such importance, are teachers not teaching this skill? Why is the curricular content and time not being allocated to the acquisition of listening skills?

Markgraf's (1960) research found the initial exposure and training in pedagogy to be a decisive factor as related to the future practice, thus, placing the primary responsibility of what teachers teach upon the teacher-training institution. Supportive explanations for the dichotomy between the importance of listening and the absence of teaching those skills were listed by Buttery and Anderson as follows:

1. teacher-training institutions have not stressed the role of listening instruction to teacher trainees;
2. there is a shortage of instructional materials for teaching children how to listen appropriately;
3. educators have a wide-spread image of listening as a reflex which develops with maturation and continued use rather than a skill which needs to be acquired through instruction;

4. some perceive listening as a generic skill that is the responsibility of all teachers; unfortunately this tends to mean that it receives no attention from any particular teacher (1980, p. 320).

In review, the suggested reasons for the omission of the teaching of listening are varied, from a general misunderstanding of the process of listening to a lack of training and exposure in teacher-training institutions, to an absence of instructional materials. Again the variety of reasons for omitting listening from the curriculum point out the complexity of this subject and a need for careful scrutiny into desired listening pedagogy and practice.

Need for the Study

America's educational system has been under siege with the cry for reform, since the 1950's publication of Flesch's Why Johnny Can't Read. The reform movement gained proponents again with the publication of A Nation At Risk in the early 1980's. It should be noted, listening researchers have been advocating change in the language arts curriculum since the 1930's. The reforms advocate a restructuring of the language arts curriculum to meet proportionally the life-use skills of reading, writing, speaking and listening as a basis for curricular emphasis. Researchers maintain the communication skills needed and used most in life should be given the most in life should be given the most curricular time in classrooms. Those suggestions for reform have gone unheeded.

The prevailing situation is that listening has been passively acknowledged by educators as a necessary, basic communication skill, but the importance of listening skills acquisition is not reflected in the educational system (Wolvin & Coakley, 1988). It has been accepted knowledge that teachers teach subjects and skills with which they are familiar, of which they have knowledge and training. Historically, it has been suggested because teachers have not had knowledge and training in listening during their pre-service curricula, they have not taught listening in their individual classrooms. The question remains, are pre-service teachers now receiving information about and training in listening?

Summary

The emphasis on listening continues to follow a cyclical pattern. Much of what is known about listening today results from the research beginnings of the 1920's and renewal of the 1950's and 1960's (Barker, Watson & Kibler, 1984).

More recently, Steil (1980) and Wolvin and Coakley (1988) suggested a positive future for the teaching of listening prevails because of the number of research publications and the availability of increased materials and communication methods. This theory is supported in educational journals, articles and research stressing the need for effective listening (What Works, National Council for the Teachers of English, The Speech Communication Association, The Carnegie Commission, The Paideia Proposal and the National Commission

on Excellence). Other supporting evidence, suggesting the acknowledgement of the value of listening includes the formation of the International Listening Association (ILA). The International Listening Association membership found in 15 countries and 49 of the United States works to advance the study and practice of listening and the development of effective listeners. This association, formed in 1979 under the leadership of Dr. Lyman Steil, serves as a clearinghouse for scholars, educators and business representatives as well as an information source and research support group. This organization provides information and opportunities for professionals to share techniques, practices and literature pertaining to the multi-faceted focuses of listening. Add to these sources the curricular efforts of textbook companies and state department of education support of teaching listening practices and it appears listening might become an important curricular emphasis in the 1990's.

Almost thirty years have passed since authors proclaimed that teacher-training institutions were a primary influence in future curricular content and practices. In 1960, Markgraf found the teacher-training emphasis on listening skills to be in its beginnings. Over ten years have passed since the Federal Government enacted Public Law 95-561, mandating the teaching of listening as a basic skill competency.

Has knowledge of the importance of listening, the availability of listening materials, the focus of listening researchers and governmental validation of listening skills changed the listening

practices found within teacher-training institutions? Has the knowledge of the importance of listening, the availability of listening materials, and the focus by listening researchers, and governmental validation of listening skills changed opinions concerning listening or the listening education available to future educators? Some general questions raised to asses the impact and current status of these and other listening practices, curricula and opinions are as follows:

1. What are the current policies and programs of teacher-training colleges and universities pertaining to listening? What are the current policies and programs in Language Arts Departments of teacher-training colleges and universities pertaining to listening.
2. Is renewed interest and research in listening skills and pedagogy reflected in the college and university professors' knowledge about listening and in the attitude of those professors toward teaching listening?
3. What listening curricular opportunities, practices and materials are currently being offered to pre-service teachers?

Statement of the Problem

The purpose of this study is to:

1. determine if listening skills are being taught in selected teacher-training colleges and universities and specifically if listening skills are being taught in the Language Arts Department of those selected teacher-training colleges and universities.
2. assess the attitudes and practices of elementary language arts professors of selected teacher-training colleges and universities toward the teaching of listening skills;
3. identify the opportunities provided for pre-service teachers to observe, demonstrate and practice listening skills.

Research Questions and Comparative Statements

The research inquiry is divided into two categories: 1) questions pertaining to practices, both institutional and personal and 2) statements pertaining to attitudes, as measured by policy statements of current practices compared to desired practices.

I. INSTITUTIONAL AND PERSONAL PRACTICES

A. INSTITUTIONAL PRACTICES

1. Does the institution of the person being surveyed offer any instruction in listening pedagogy? (See Reference Questionnaire #1 p. 70).

2. Are the listening courses found within the teacher-training department of the institution? (Reference Questionnaire #2; p. 70, item 2). If so, is the course integrated or independent? (Reference Questionnaire #2; p. 70, item 4).
3. What percentage of the language arts curriculum is devoted to instruction in reading, writing, speaking and listening? (Reference Questionnaire #5; p. 70)
4. Are opportunities available to pre-service teachers to learn to teach listening? If so, what are the opportunities? (Reference Questionnaire #6; p. 70).

B. PERSONAL DEMOGRAPHICS AND PRACTICES

1. How many years of college teaching experience does the responder have? (Reference Questionnaire #1; p. 70).
2. Had the responder's teaching of listening changed and if so, when and why did a change occur? (Reference Questionnaire # 4; p. 70).
3. How did the responder acquire expertise in the field of listening? (Reference Questionnaire #9; p. 70).
4. What is the responder's knowledge of Public Law 95-561? (Reference Questionnaire #'s; p. 1, item 6; p. 2 item 5; p. 2 item 8).

II. ATTITUDES OF CURRENT AND DESIRED PRACTICES

A. Listening should be taught as a separate course to pre-service teachers.

B. Methods concerning the teaching of listening merit inclusion in courses for teachers.

C. Pre-service teachers should be required to take specific courses in listening.

D. Teachers are receiving sufficient training to teach listening.

E. Other curricular areas take precedence over listening.

Definition of Terms

Spearritt (cited in Wolvin & Coakley, 1988) proposes listening to be a distinctive human behavior, differing from the individual processes of reasoning, verbal comprehension, memory and other intellectual behaviors. If the listening process is distinctive then the term listening deserves a distinctive definition. The need for clarification of terms into a single, concise, definition focuses on one of the major deterrents to provide listening a rightful respect in education.

> The definition of listening is still in the developing process. Among the factors contributing to this delay are the following: listening is a complex, covert act difficult to investigate; much research in listening has not been coordinated or collated; and research in listening is in an

exploratory state, with most of the research on listening having been conducted in the past four decades (Wolvin & Coakley, 1985, p. 43).

In this study, the term responder and professor are used interchangeably. For purposes of clarity, many other major terms and related concepts used in this proposed study will be defined as follows:

1. Auding - going beyond simple reception of sound to comprehending meanings, analyzing relationships, creating and evaluating (Russell & Russell, 1979)
2. Aural/oral - received by the ear
3. Communication - to share common meaning (Steil, 1982, p. 2)
4. Decoding - to derive a message from a text
5. Encode - to convert a message into a code
6. Expressive language - communication skills of speaking and writing
7. Integrated - refers to listening being one of components of a course
8. Independent - refers to listening being the subject of a specific course
9. Language Arts - the four major areas of communication taught in the elementary schools including listening, speaking, reading and writing
10. Pre-service teacher - college or university student, majoring in education

11. Public Law 95-561 - Title II—Establishment of A New Title II of The Elementary and Secondary Education Act of 1965...Basic Skills...Sec...210. Title II of the Elementary and Secondary Education Act of 1965 (hereinafter in Titles II through IX of the Act referred to as "the Act") is amended to read as follows:

"Title II--BASIC SKILLS IMPROVEMENT"

"Part A—National Program Purpose"

"Sec. 201. The purpose of this part is: "(1) to assist Federal, State and local educational agencies to coordinate the utilization of all available resources for elementary and secondary education, to improve instruction so that all children are able to master the basic skills of reading, mathematics, and effective communication, both written and oral." (U.S. Code Annotated 92 STAT. 2201 Title 20 p. 491).

12. Receptive language - communication, listening and reading.

CHAPTER II

A SURVEY OF RELATED LITERATURE

Introduction

Communication from before the age of Aristotle to the 1900's focused on the responsibility of the speaker and the processes involved in the oral transmission of messages (Nichols, 1948). The common emphasis of concentrating on the giver of information practiced during the tutorial education of the Greek "elite" continues to prevail in the American educational system that today strives for "public" education for all individuals.

Research involving the educational components of listening was first documented in the last decade of the nineteenth century. Investigators then examined the corresponding relationships between reading and listening and between memory and listening (Markgraf, 1960). The 1920's focus on the importance of listening, as a communication skill, was first documented by Rankin's landmark comparative usage study. Since this early listening research, the interest in the publication of related studies has been cyclical, with the succeeding emphasis occurring thirty years later in the 1950's. The most recent resurgence is occurring presently, again thirty years later in the 1980's.

The focus of this review of related literature will be two-fold. First, there will be an examination of historical to present day listening literature specific to the education of educators will be detailed. Second, an examination of historical to present day listening literature will be detailed.

Review of General Literature

The Rankin Study (1926), compared the daily use of four communication practices; reading, writing, speaking and listening to determine the percentage of time devoted to each skill. This was the first major research to validate listening behavior and practice by comparing the significance of listening to the other adult communication activities. In this research the communication habits of twenty-one adults were analyzed for sixty days to determine the frequency of everyday use of the four major forms of communication: reading, writing, speaking and listening. The study revealed 70 percent of each individual's day involved communication, and of this 11.0 percent was spent in writing, 15.0 percent spent in reading, 31.9 percent was spent in speaking and 42.1 percent was devoted to listening. Replications of the Rankin Study were conducted by Bird in 1953 and Beriter in 1957 with similar percentage results found to be allocated to each of the communication use categories (Steil, 1977).

An additional historic investigation conducted by Wilt (1950) found elementary children are required to listen 57.5 percent of

total classroom time. Further, Wilt (1950) found teachers were unaware of the total time children were expected to listen. A study of Floyd and Herman (cited in Steil, 1977) found the students were required to listen approximately 75 percent of their classroom time. Additional studies by Corey (cited in Steil, 1977), Wilt (1950), and Markgraf (1960)), further established the significance of listening and listening training to be necessary at all levels of our educational institutions.

Reviews published by Duker, including Listening: Readings (1966), contained 725 annotations authored by such authorities as Rankin, Markgraf, Nichols and Wilt. The assembled literature collection, represented the period, scope, quality and content of listening research conducted prior to 1966.

Nichols, referred to as "The Father of the Field of Listening" (Steil, 1982, p. 1), was the research pioneer who attempted to identify the specific factors accounting for the differences in listening comprehension. After testing and rating two hundred college freshmen, Nichols (1948) found the most important factors related to listening comprehension to be "mental set" and "motivation to learn." Nichols, a researcher of unparalleled prestige, continues to be an advocate for the teaching of listening and the developing of educational curricula.

Rationale for Teaching Listening

In the process of building a rationale for the teaching of listening, O'Reilly (cited in Markgraf, 1960) stated

> We no longer tell students to 'study'; we teach them 'how to study'. It is not sufficient to have discovered that 'listening' plays such an important role in the functioning of English in business and social life; it is imperative to teach the 'technique of listening' in our high schools and colleges (p. 7).

Heilman (cited in Markgraf, 1960) supported this theory by writing, "children are healthy when they come to school -- yet are taught health; are social beings, yet are taught socialization; have played, yet are guided in this growth. But the school takes listening ability for granted" (pp. 7-8). Mersand found that listening is taken for granted because it is so familiar to educators (cited in Markgraf, 1960).

Brown (cited in Markgraf, 1960) added, "We cannot excuse ourselves on the ground that people automatically and without effort learn how to listen effectively. We cannot claim that in every respect except listening there are individual differences which must be taken into consideration in planning and conducting educational experiences" (p. 8). Brown (cited in Markgraf, 1960) continued by suggesting that listening should be taught according to the developmental patterns of the child and remedial programs in listening should be given equal curricular attention to those of other subjects.

The ability to evaluate (test) a concept or curricula often determines its educational credibility. However, care must be taken to ensure the evaluation of capacity to listen rather than of listening habits. Wolvin and Coakley (1985) report difficulties in identifying and testing listening behavior and suggest a correlation between listening skills and thinking/memory skills.

Positive Support for Listening

Listening proficiency continues to garner support from other sources outside educational circles. The key to educational attention may be business interests recognizing and understanding the effect listening skills have on employees personal and professional lives. Dr. Lyman Steil (cited in Wolvin & Coakley, 1988), President of Communication Development, Inc., estimated poor listening costs American businesses billions of dollars each year. Many companies, including Sperry (UNISYS), Ford, Honeywell, Control Data, IBM, Xerox, General Electric, American Telephone & Telegraph and Pillsbury (cited in Wolvin & Coakley, 1988) are actively working to rectify the monetary loss caused by poor listening practices, through listening training of personnel.

Summary of General Listening Literature

Specific listening knowledge and research has a short history, in comparison with the other language arts, beginning with the first major study conducted in 1926 by Rankin. This sporadic interest was

revived in the 1950's, lost momentum and was revived again in the 1980's. During this brief history, authorities have steadfastly maintained the importance of listening and the rationale for teaching and practicing good listening skills. Interest in and attention to the properties of listening continues to gather support in the 1980's.

Review of Specific Listening Literature Pertaining to Teacher Preparation and Curriculum Practices

Researchers have recognized and published information concerning the importance of teaching listening skills beginning in the 1920's (Nichols, 1948; Rankin, 1926; Wilt, 1950). Other authorities acknowledge the influence teacher-training colleges and universities have on the curriculum and classroom practices (Lundsteen, 1979; Wilt, 1950). However, the number of authors who have studied the teaching of listening skills in teacher-training institutions is limited (Anderson, 1952; Brown & Keller, 1985; Markgraf, 1950; Steil, 1977; Wolvin & Coakley, 1989; Wolff, cited in Wolvin & Coakley, 1988). The following chronology presents specific references to listening of educators and teacher-training institutions.

The history of teaching of listening in the Language Arts Department of teacher-training institutions is very sparse. In 1948, only one teacher preparation college in the United States, Stephens College, offered a listening course (Wolvin & Coakley, 1988).

Anderson (1952) suggested the reason why listening instruction received so little academic emphasis to be the present thinking of eye over the ear dominance accepted by educators. In addition, listening deficiencies are not easily detected. Nichols (cited in Duker, 1966) reported the misconception that listening and intelligence were the same skill, with everyday practice sufficient for training. Another reason for listening neglect was the already overcrowded curriculum.

Still other reasons for the neglect of listening address the availability of texts and materials. Heilman (cited in Wolvin & Coakley, 1988) found eleven out of fifteen Language Arts textbooks published between 1946 and 1954 did not mention listening. In 1967 Brown (cited in Wolvin & Coakley, 1988) analyzed the content of fifty-four Language Arts textbooks (published between 1959 and 1964) for grades three through six. He found listening was emphasized in only 63 percent of the lessons and on 57 percent of the pages.

Wilt's (1950) study of the listening practices in the elementary school curriculum found children were expected to listen 57.5 percent of the school day. In addition, this study found that teachers did not teach listening consciously as a fundamental skill or realize the amount of time children were required to listen. Teachers did not realize the importance of listening within the classroom.

Wilt's (1950) article concluded with several pertinent recommendations focusing on teacher education, teacher practices, curriculum ramifications and the need for further emphasis on the art

of listening. Specifically, Wilt made the following suggestions for teacher education:

1. Language education for pre- and in-service training programs should include teaching teachers how to teach listening.
2. Methods courses in all subject-matter areas should highlight the importance of the needs of the listener and the role of listening in learning.
3. More emphasis needs to be placed on the role of speaking and listening in the learning process.
4. Teachers should be helped to evaluate the listening process in terms of changed behavior, attitudes and understandings (p. 635).

Wilt (1950) documented a need, called for the reorganization of teacher training programs and concluded with the recommendation for "a study of the extent to which teacher-training institutions are instructing students in the art of teaching listening" (p. 635).

A survey by Markgraf (1960) of 406 institutions found only three colleges or universities offered independent courses in listening. However, 134 institutions did teach listening as a separate unit or area within another class. Because 80 percent of the educators participating in the Markgraf survey indicated positive attitudes toward the teaching of listening, that author was led to make the 1960 prediction, "that listening pedagogy in colleges and universities was in its beginnings" (p. 10).

In addition, Markgraf (1960) found that teachers who reported reluctance in the teaching of listening admitted their reluctance was due to inadequate preparation. He theorized, "A basic understanding of a particular subject seems a fundamental requisite for the teacher. In fact, it appears that more than a basic understanding is necessary for profitable teaching" (p. 48). Markgraf (1960) continued with the observation

> Teachers are usually qualified to teach the specific areas within their general field because of previous academic exposure to these areas, and because of education courses which present materials on how to approach and on how to teach the certain elements within a general subject...if listening is forgotten in these institutions, it might well be forgotten in the elementary and secondary schools of the nation (p. 10).

Wolff (cited in Wolvin & Coakley, 1985) found that in the 1970's only 14 percent of the 70 colleges and universities surveyed offered courses in listening. In 1962 Brown and Keller (cited in Wolvin & Coakley, 1985) found that there were approximately 50 thousand speech courses in institutions of higher learning compared to only a handful of listening courses. Steil (1977), who surveyed the Minnesota secondary public schools in three time periods, 1965/1966, 1970/1971 and 1973/1974, found the collective number one ranking reason 313 teachers were not teaching listening to be, "Teachers are not

receiving sufficient training to adequately teach listening" (p. 239, p. 251). The percentages of teachers who felt they had not received sufficient training increased from 70.1 percent in 1965/1966 to 73.8 percent in 1970/1971 to 85.3 percent in 1973/1974.

Nichols (cited in Wolvin & Coakley, 1985) found that university professors believed that life-long practice and/or intelligence were the only significant components of efficient listening. Spearritt (cited in Wolvin & Coakley, 1985) found the general belief to be that listening was automatic and therefore instruction was unnecessary. Lundsteen (cited in Wolvin & Coakley, 1985) speculated that the neglect of teaching listening may be because teachers have had little -- if any -- listening training in how to listen or instruction in how to teach listening.

The previous studies, although establishing a most valuable information base, must be viewed in an historical sense, as the state of the art research does not include the repercussions of governmental intervention. Public Law 95-561, mandating listening to be a basic skill became a law in 1978.

Summary of Specific Literature

The consensus of prevailing opinion is that teachers teach content and skills with which they become familiar during their training in teacher-training institutions. However, teacher-training institutions historically have not provided future teachers with knowledge of/or practice in teaching listening. The key to inclusion in the curricula of the institution is the professor of the Language Arts Department fully understanding the scope of the listening process and the necessity of teaching listening.

CHAPTER III

METHODOLOGY

The purpose of this multi-faceted research study to determine whether listening skills are being taught in teacher-training colleges and universities. In addition, the study assessed attitudes of the Language Arts professors in teacher-training institutions concerning the teaching of listening skills. Furthermore, this study identified the opportunities provided for pre-service teachers to observe, demonstrate and practice listening skills. This chapter, developed following a search of and a review of the literature, describes the methods and procedures used to conduct this study.

Chapter III focuses on the areas of research design, the population, the development of the instrument, the instrument, the distribution of the instrument, the data collection, other procedures conducted and the data analysis of the study. In addition, this chapter provides the basis for understanding the procedures used to derive the data displayed in Chapter IV.

A manual and computer based Educational Resources Information Center (ERIC) search and a Computer Assisted Bibliographic (CAB) search were conducted. In addition, an individual search of the I.D. Weeks Library card catalog, Dissertation Abstracts, the Educational Index and the Index to Journals in Communication Studies, through 1986 was undertaken. Dissertations and books were purchased and

studied. ERIC documents, journal articles and appropriate sections of Language Arts textbooks were examined. The investigator became a member of the International Listening Association (ILA) and attended the 1988 International Listening Association Convention.

Additional information was obtained through contacts with governmental offices, colleagues, and researchers in the field. Telephone calls and/or personal letters were made or sent to the following persons: Senator Charles Grassley (R-IA), Washington, D.C.; Dr. Ralph Nichols, Ft. Charlotte, Florida; Dr. Sara Lundsteen, Denton, Texas; Dr. Andrew Wolvin, Baltimore, Maryland; Dr. Lyman Steil, St. Paul, Minnesota; Dr. Michael Moore, Indianapolis, Indiana; Dr. Philip Backlund, Ellensburg, Washington; Dr. Michael McCaleb, Baltimore, Maryland; Dr. James East, Calumet, Indiana; Dr. Florence Wolff, Dayton, Ohio and Dr. Michael Purdy, Chicago, Illinois.

Research Design

The present study emphasis is descriptive (i.e., determination of existing pedagogical practices and attitudes) of listening practices and comparative (i.e., determination of present and desired relationships) of attitudes toward listening.

Population

The accessible population for this study was the 709 institutions of higher education listed in The American Association of Colleges of Teacher Education entitled AACTE Directory 1986-1987 (p. 51-112).

From the list of 709 institutions, 125 colleges or universities were randomly selected.

Of the 125 college/university Deans of Schools of Education randomly selected, 25 were chosen from each of five population categories (determined by the researcher) to receive the original inquiry letter. Each of five population-based categories were designated as follows:

A = 1 - 1,000
B = 1,001 - 2,000
C = 2,001 - 5,000
D = 5,001 - 10,000
E = 10,001 and above

Tables 1 and 2 display the original inquiry to deans and the responses by the individuals most involved with listening pedagogy in the Language Arts division of the selected institutions.

Table 1 displays the number of responses by population category received from the Deans of the randomly chosen institutions. This table indicates responses from a high percentage of college/ university Deans (99 out of 125; 79.2%) who provided the name of the appropriate individual/s (those involved directly with the teaching of listening) to receive the questionnaire. Should more than one person have been designated eligible by the Dean to receive the questionnaire, the choice between the individuals was made by the researcher using random selection. Questionnaires were then mailed to the 99 designated individuals.

Table 1
Inquiry to Deans

Population Based Categories	Inquiries to Deans	Responses from Deans
A	25	24 (96%)
B	25	21 (84%)
C	25	18 (72%)
D	25	18 (72%)
E	25	18 (72%)
Total	125	99 (79.2%)

LEGEND
A = 1 - 1,000
B = 1,001 - 2,000
C = 2,001 - 5,000
D = 5,001 - 10,000
E = 10,001 and above

The final population included 99 professors in selected teacher-training institutions. Table 2 displays a total of 99 questionnaires mailed, with 82 questionnaires completed by professors and returned to the research. The response was 82.8 percent. The response percentage by stratified classification was: population based category (A) 83.3 percent; population based category (B) 90.5 percent; population based category (C) 83.3. percent; population based category (D) 72.2 percent and population based category (E) 83.3 percent.

Table 2
Questionnaire Responses

Population Based Categories	Responses Received	Questionnaires Received
A	24	20 (83.3%)
B	21	19 (90.5%)
C	18	15 (83.3%)
D	18	13 (72.2%)
E	18	15 (83.3%)
Total	99	82 (82.8%)

LEGEND
A = 1 - 1,000
B = 1,001 - 2,000
C = 2,001 - 5,000
D = 5,001 - 10,000
E = 10,001 and above

Table 3 displays the educational training of the 82 responders by population-based category and highest level of degree accomplished. The majority of degrees (36 or 43.9 percent) are Doctor of Education and (33 or 42.5 percent) are Doctor of Philosophy. A total of 68 or 82.9 percent were found in these two categories.

Table 3
Responders Highest Educational Training

Population Based Categories	Masters Degree	Specialist Degree	Ed.D.	Ph.D.	Total
A	8	0	9	3	20
B	3	1	9	6	19
C	0	0	8	7	15
D	0	1	4	8	13
E	0	0	6	9	15
Total	11	2	36	33	82

LEGEND
A = 1 - 1,000
B = 1,001 - 2,000
C = 2,001 - 5,000
D = 5,001 - 10,000
E = 10,001 and above

Table 4 displays the majority of the highest degrees reportedly were earned in the areas of reading, curriculum and instruction and elementary education.

Table 4
Focus of Degrees Earned

Reading	10
Curriculum and Instruction	10
Elementary Education	9
Language Arts	4
English	3
Special Education	3
Elementary Administration	3
Teacher Education	2
Instructional Studies	2
Secondary Education	2
Early Childhood	1
Inter-Disciplinary Studies	1
Experimental Education	1
Reading and Literacy	1
Psychology of Reading	1
TOTAL	53

Instrumentation

Careful attention was given to the content validity of the questionnaire. Rossi, Wright and Anderson (1983) defined content validity as an indication of how accurate a representation exists for the instrument as it relates to the subject (topic). Content validity was established by the author following the guidelines set by Rossi, et al. (1983) and in the following generally accepted sequence:

1. The researcher conducted a complete review of the literature.
2. The researcher developed a set of concepts thought to measure practices.
3. The researcher stratified the concepts into categories.
4. The researcher developed short responses and multiple choice options reflecting each category.
5. A continuum scale with five intervals was used to measure attitudes and perceptions.
6. In addition, a final area allowing for comments or additional opinions was provided by the researcher.
7. The questions were piloted/juried by a panel of experts identified on page 38 and the dissertation committee identified on page 11.

The questionnaire content was designed to include two sections; a) practices of the institution and the responder and b) attitudes of the responder. The design of the instrument included short answer, multiple choice and check off responses intended to assist the responder to logically organize his/her thoughts. The instrument contained an explanation of the purpose of the questionnaire, specific directions for each section, question, or category response and special information concerning Public Law 95-561.

Data Collection Procedures

The survey questionnaire was piloted/juried by five internationally known authorities in the field of listening research

and publication. Each is a member of the International Listening Association. These individuals were asked to determine the appropriateness and clarity of the questionnaire questions, content and form. The individual's piloting/jucying the questionnaire were Dr. Ralph Nichols, Port Charlotte, Florida; Dr. Lyman Steil, St. Paul, Minnesota; Dr. Andrew Wolvin, Baltimore, Maryland; Dr. Florence Wolff, Dayton, Ohio and Professor Mary Bozik, Waterloo, Iowa.

The following sequence, recorded in chronological order, provides the procedural background of the study.

Stage I:

1. Random selection of the 125 institutions for the study, began with the sequential numbering of the 709 colleges and universities found in the AACTE listings (the United States only), numbering each college or university starting with 001 and completed with number 709.
2. Determination of the student population of each institution was made by consulting the listings of The College Blue Book. Each institution was then listed by population and numbered sequentially in each of the five population categories chosen by the researcher 1) to 1,000; 2) 1,001 to 2,000; 3) 2,001 to 5,000; 4) 5,001 to 10,000; 5) 10,001 and above.
3. The table of random numbers, found in Developing and Using Educational Research (Moore, 1983, Appendix D, p. 405), was

used to select the institutions to receive the initial inquiries and the questionnaires in an unbiased manner.

4. Contact was made to the Dean or Director of the Department of Education (as listed in the AACTE directory) by letter to request the name of the individual professor most involved in listening pedagogy and to whom the questionnaire should be addressed. Enclosures included a pre-paid postcard to be used for the reply by the Dean and a small gratuity as an appreciation for naming the appropriate professor/s.

Stage II:

1. Upon receipt of the name/s of the professor/s directly involved in listening pedagogy in each language arts program of the teacher-training institution, possible questionnaire participants were recorded. If more than one professor was eligible from any institution, the professor to receive the questionnaire was chosen randomly.
2. The mailing was prepared. This included the cover letter, a coded questionnaire form, a stamped, self-addressed envelope for the return of the completed information and a small gratuity as appreciation for the professor completing the questionnaire.
3. Distribution of mailing began April 21, 1988.

Stage III:

1. Responses were recorded by population categories; A, B, C, D, E.
2. After April 30, 1988, a postcard reminder to those who had not returned the completed survey was mailed.
3. After May 17, 1988, if no response had been received a second letter and a second survey form with a second stamped, self-addressed envelope was mailed.
4. Recording of responses by population categories continued.
5. After May 27, 1988 a second postcard as a final reminder to return the survey was mailed.
6. As of June 15, 1988, final tabulation began.

Analysis of Data

The data collected from the questionnaire were analyzed using the Statistical Package for the Social Sciences (SPSS). Analysis, using the Pearson Chi Square Test, was used on individual items of the questionnaire and the t-test of the difference between means were conducted in the Spring of 1989. Frequencies of response patterns were analyzed according to; 1) practices, both institutional and personal demographics and 2) attitudes. A dependent samples t-test was conducted to determine if a significant difference existed between what is currently practiced and what should be practiced.

The frequency distributions were graphed on tables for each of the questions and categories and comparison was made concerning the information.

CHAPTER IV

DATA ANALYSIS

Introduction

It has been proposed that for elementary teachers to understand the importance and techniques of teaching listening skills, those educators must have experienced training in the teaching of listening. As pre-service training in listening is usually encompassed in the Language Arts division of teacher-training institutions, this study surveyed Language Arts professors in 125 randomly selected colleges/universities. The purpose was to determine the prevailing practices and attitudes concerning listening pedagogy.

This chapter reports the results of the study concerning the status of listening pedagogy and practices and the attitudes of professors in those 125 selected teacher-training institutions. Not all the information collected through the questionnaire (see Appendix p. 70) is pertinent to this research. Those tables not recording results from every population category indicate the missing information is due to the omission of the responder.

Research Questions

To clarify the present status of listening pedagogy and practices within the Language Arts Departments of teacher-training institutions four research questions were posed in the category of institutional practices (Tables 5, 6, 7, and 8). In addition, four research questions were posed in the category of personal demographics and practices (Tables 9, 10, 11 and 12). Finally, five statements were posed representing the responders' attitudes comparing current to desired practices (Tables 13, 14, 15, 16, 17 and 18).

Institutional Practices:

> Institutional Research Question #1: Does the institution of the person being surveyed offer any instruction in listening pedagogy?

Table 5 displays the majority of respondents in the reporting population (89.0%) stating their institution offered some instruction in listening. All institutional categories reported a participation in listening pedagogy above 80.0 percent, with one category (C) reporting 100.0 percent participation.

Table 5 also indicates a total of 8 (9.8%), of the institutions did not report the offering of any courses in listening instruction. A total of fifty percent (4) of those reporting no listening courses were from a single population category (A). Population based category (D) and (E) each reported one institution did not offer listening pedagogy.

Table 5
Institutional Listening

Population; Possible Responses	Yes f	Yes %	No f	No %	No Response f	No Response %
A = 20	16	80.0	4	20.0	0	0.0
B = 19	18	94.7	1	5.3	0	0.0
C = 15	15	100.0	0	0.0	0	0.0
D = 13	11	84.6	1	7.7	1	7.7
E = 15	13	86.7	2	13.3	0	0.0
Total 82	73	89.0	8	9.8	1	1.2

LEGEND
A = 1 - 1,000
B = 1,001 - 2,000
C = 2,001 - 5,000
D = 5,001 - 10,000
E = 10,001 and above

Institutional Research Question #2: Are the listening courses found within the teacher-training department of the institution? If so, is the course integrated or independent?

Table 6 displays a total of 73 (95.8%) of the colleges or universities responding, offered some listening preparation within the teacher-training department of the institution. A total of four (5.4%) of the reporting institutions did not offer listening preparation in the institution with three of those four found in category (A).

Table 6
Listening Curricula: Language Arts Department

Category	Reporting f	Yes f	No f
A	16	13	3
B	18	17	1
C	15	15	0
D	11	11	0
E	13	13	0
Total	73	69	4
Total %		95.8	5.4

LEGEND
A = 1 - 1,000
B = 1,001 - 2,000
C = 2,001 - 5,000
D = 5,001 - 10,000
E = 10,001 and above

Table 7 displays listening curricula found in the teacher-training departments with 70 institutions responding affirmatively. The majority (77.15 percent) of the institutions reported the listening courses were provided in an integrated setting. Integrated courses ranged in number from 8 in category (D) to 14 in category (B). Those integrated methods courses reported included: Mathematics, Science, Social Studies and Language Arts. Two institutions, one from each population based categories (A and C), reported independent courses devoted exclusively to listening.

Table 7
Listening Courses

Category	Independent Only f	Integrated f	Both f	Total
A	1	12	1	14
B	0	14	3	17
C	1	11	3	15
D	0	8	3	11
E	0	9	4	13
Total	2	54	14	
Total %	2.85	77.15	20	

LEGEND
A = 1 - 1,000
B = 1,001 - 2,000
C = 2,001 - 5,000
D = 5,001 - 10,000
E = 10,001 and above

Institutional Research Question #3: What percentage of the Language Arts curriculum is devoted to instruction in reading, writing, speaking and listening?

Table 8 displays listening (16.90%) and speaking (18.53%) to be accorded the least total curricular time in contrast to reading (23.94%) and writing (27.26%). Listening was accorded the least curricular time in 4 population based categories (A, B, C, E).

Table 8
Instructional Percentages

Category	Reading	Writing	Speaking	Listening	Missing
A	28.53%	32.05%	19.71%	17.35%	2.36%
B	23.46%	25.77%	16.07%	13.21%	21.49%
C	18.33%	29.87%	18.66%	17.56%	16.75%
D	24.37%	23.50%	19.20%	19.30%	13.63%
E	25.00%	26.00%	19.00%	17.09%	12.91%
Total	23.94%	27.26%	18.53%	16.90%	13.43%

LEGEND
A = 1 - 1,000
B = 1,001 - 2,000
C = 2,001 - 5,000
D = 5,001 - 10,000
E = 10,001 and above

Institutional Research Question #4: Are opportunities available to pre-service teachers to learn to teach listening? If so, what are the opportunities?

The research reported 66 of the 72 institutions responding to this question (91.7%) were offering opportunities for pre-service teachers to learn to teach listening. Six institutions (8.3%) were

not offering opportunities for pre-service teachers to learn to teach listening.

The research surveyed various opportunities in listening pedagogy, from developing units of listening materials, to the collection/development of games or activities, or to the awareness of Public Law 95-561.

Forty-eight institutions (69.6%) required the developing of units of listening materials and sixty-four (90.1%) of the institutions required the collection/development of listening games or activities. Twenty institutions (28.6%) require the awareness or study of Public Law 95-561. However, 80 institutions (71.4%) reported no reference to this law.

Personal Demographics and Practices:

Personal Research Question #1: How many years of college teaching experience does the responder have?

Table 9 displays twenty professors (25%) reported having teaching experience of 5 years or less. Fifteen reported teaching experience between 5 and 10 years. A total of 35 (43.75%) had 10 years or less of college teaching experience. Fourteen reported having teaching experience between 10 and 15 years. Twelve reported having teaching experience between 15 and 20 years. Thirteen reported having teaching experience between 20 and 25 years experience. Five reported having teaching experience above 5 years.

Table 9
Years of College Teaching Experience

Category	5	to 10	to 15	to 20	to 25	above 25	Missing
A	7	5	2	2	3	1	0
B	4	5	3	3	2	1	1
C	2	3	4	1	3	2	0
D	4	2	0	4	2	0	1
E	3	0	5	1	3	2	0
Total	20	15	14	12	13	5	2

LEGEND
A = 1 - 1,000
B = 1,001 - 2,000
C = 2,001 - 5,000
D = 5,001 - 10,000
E = 10,001 and above

Personal Demographics Research Question #2: Has the responder's teaching of listening changed and if so, when and why did the change occur?

Twenty-four (31.2%) responders reported their teaching of listening had remained consistent during their teaching career, while 53 professors (68.8%) indicated their approach to listening pedagogy had changed. Table 10 displays the majority of professors, 33 (67.3%) responded change in listening instruction had taken place in the last five years. An additional 11 professors (22.4%) responded change had occurred during the last 20 year period. With a total of 44 (89.7%) professors reporting listening pedagogy changes within the past 10 years.

Table 10
Time Period of Changes in Listening

Time	Number	Percentage
5 years	33	67.3%
to 10 years	11	22.4%
to 15 years	4	8.2%
to 20 years	1	2.0%
to 25 years	0	0.0%
over 25 years	0	0.0%
Total	49	99.9%

Table 11 indicates the responding professors credited new information (56.1 percent) and research (52.4 percent) to have been influential in changing their listening methods. The availability of materials was not credited as a reason for changing methods.

Table 11
Listening Methods Change

	New Information		Research		Materials	
	f	%	f	%	f	%
Yes	46	56.1%	43	52.4%	21	25.6%
No	12	14.6%	15	18.3%	37	45.1%
Missing	24	29.3%	24	29.3%	24	29.3%
Total	82	100.0%	82	100.0%	82	100.0%

Personal Research Question #3: How did the responder acquire teaching of listening skills?

Table 12 indicates the professors/responders reported their expertise had been acquired by individual initiative (76.8%) and available literature (69.5%). However, 57 professors (69.5%) responded they had not received listening instruction during their pre-service training.

Table 12
Professors Acquisition of Listening Expertise

	Teacher-Training Instruction		Individual Initiative		Literature	
	f	%	f	%	f	%
Yes	23	28.0%	63	76.8%	57	69.5%
No	57	69.5%	17	20.7%	23	28.0%
Missing	2	2.4%	2	2.4%	2	2.4%
Total	82	100.0%	82	100.0%	82	100.0%

Personal Research and Practices Question #4: What is the responder's knowledge of Public Law 95-561?

The researcher attempted to discover the professors' awareness of Public Law 95-561 and the influence of Public Law 95-561 has had on the educational community. One of the survey questions (Appendix p. 74) addressed the time period during which the responder became

familiar with Public Law 95-561. Of the 80 professors responding, 66 percent responded, the questionnaire was the impetus to awareness of this law.

In an attempt to determine the influence of Public Law 95-561, several questions were posed. The responses to the professors' awareness to Public Law 95-561 was negative (64.4%) to the advancing of listening awareness: 73.8 percent replied no change in listening curriculum due to Public Law 95-561; 83.1 percent replied negatively to the inquiry of encouraged involvement from pre-service teachers.

TABLE 13
Influence of Public Law 95-561

	Advances Listening Awareness	Changed Curriculum	Encouraged Pre-Service Involvement
Yes	35.6%	26.2%	16.9%
No	64.4%	73.8%	83.1%

Attitudinal Survey

To determine the attitude of professors toward the teaching of listening, five statements pertaining to listening were presented with responses requested in the two categories. Those categories were current practice (it is now/they are now) and desired practice (what should be/they should be). In addition, a Likert-like scale of five choices was available with the following values: 5) always, 4) often, 3) sometimes, 2) seldom or 1) never. This section of the

questionnaire was to determine if the differences between the current practice (it is now/they are now) and desired practice (what should be/they should be) could be determined to be significant.

Attitudinal Statement a: Listening should be taught as a separate course to pre-service teachers.

Table 14 indicates most responders did not feel listening should be taught as a separate course to pre-service teachers. A t-value of -4.47 $p > .001$ suggests a significant difference exists. The current practices mean - 1.554 and the desired practices mean = 2.216 indicates the significant differences to be of low value on the rating scale.

TABLE 14
Should Listening be a Separate Course?

Status	x	SD	t	df
It is now	1.554	.862	-4.47	73
What should be	2.216	1.285		
P > .001				

Attitudinal Statement b: Methods concerning the teaching of listening merit inclusion in courses for teachers.

Table 15 indicates most responders do think the teaching of listening does merit inclusion in courses for teachers. A t-value of -5.77 $p > .001$ suggests a significant difference exists. The current practices mean = 3.894 and the desired practices mean - 4.644 indicates the significant differences to be of a high value of the rating scale.

TABLE 15
Should Listening Methods be Included in Courses?

Status	x	SD	t	df
It is now	3.894	.988	-5.77	75
What should be	4.644	.875		
P > .001				

Attitudinal Statement c: Pre-service teachers should be required to take specific courses in listening.

Table 16 indicates most responders do not think specific courses should be required of pre-service teachers. A t-value of -5.08 p > .001 suggests a significant difference exists. The current practices mean = 1.520 and the desired practices mean = 2.274 indicates the significant differences to be of a low value on the rating scale.

TABLE 16
Should Pre-Service Teachers Be Required to Take Listening Courses?

Status	x	SD	t	df
They are now	1.520	.835	-5.08	72
They should be	2.274	1.272		
P > .001				

Attitudinal Statement d: Teachers are receiving sufficient training to teach listening.

Table 17 indicates most responders did not feel teachers are receiving sufficient training to teach listening. A t-value of -12.02 $p > .001$ suggests a significant difference exists. The current practices mean = 2.77 and desired practices mean = 4.44 indicates the significant differences to be of a high value on the rating scale.

TABLE 17
Are Teachers Receiving Sufficient Training?

Status	x	SD	t	df
They are now	2.77	1.03	-12.2	74
They should be	4.44	.948		
P > .001				

Attitudinal Statement e: Other curricular areas take precedence over listening.

Table 18 indicates most responder's do think other curricular areas take precedence over listening. A t-value of 8.35 p > .001 suggests a significant difference exists. The current practices mean = 3.72 and the desired practices mean - 2.36 indicates the significant differences to be in support of the current practice being changed so that other curricular areas would not preempt listening.

TABLE 18
Do Other Curricular Areas Take Precedence over Listening?

Status	x	SD	t	df
It is now	3.72	1.346	8.35	74
What should be	2.36	1.20		
P > .001				

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

The purpose of this research study was to determine by survey the extent of the teaching of listening pedagogy and the extent of listening practices found in teacher-training institutions. In addition, present attitudes of professors in the Language Arts Departments of teacher-training institutions concerning listening were surveyed. The study was conducted in the Spring of 1988 with a questionnaire return of 82.8 percent.

This chapter is divided into three sections. The first section is a summary of the study findings. Conclusions are found in the second section. The third section includes recommendations for additional research and comments concerning the future of listening.

Summary of Findings

The research inquiry was divided into two categories. The first category addressed institutional and personal demographics and practices. The results indicated listening is being taught in 89.0 percent of the responding institutions. In addition, 95.8 percent of those responding offered this listening knowledge in the teacher training department of the college or university. A majority of the institutions (77.15 percent) provided some integrated (within other

courses) listening training and others offered a combination of independent and integrated courses.

Within the Language Arts Departments, as measured by time, listening (16.90 percent) generally received less attention than the other areas of reading (23.94 percent), writing (27.26 percent), speaking (18.53 percent) and unknown (13.43 percent). In response to the question of pre-service teachers having opportunities to acquire listening knowledge, 91.7 percent responded opportunities were being provided.

In the division of personal demographics the majority of the responders (68.8 percent) reported having changed approaches to listening training they provided and 89.7 percent reported this personal change had taken place in the last 10 years. Among the reasons for this change were new information and research into the field of listening. In most cases the professors cited their own initiative as the predominate reason for personal and institutional growth in listening pedagogy and practices. In determining the influence of Public Law 95-561, most professors found the governmental mandate to be of little consequence.

The second category assessed attitudes as measured by policy and personal statements of current and desired practices. Responder's do not believe listening should be taught as a separate course. Responder's do believe pre-service teachers should be taught methods in the teaching of listening. Responder's do not believe pre-service teachers should be required to take specific courses in listening.

Responder's do not believe teachers are receiving sufficient training to teach listening. Responder's do believe other curricular areas take precedence over listening.

Conclusions

The researcher developed a listing of conclusions that indicate important outcomes of the study. The following conclusions were drawn:

1. Instruction in listening pedagogy is being provided in the Language Arts Departments of the responding teacher-training institutions. The instruction in listening is usually integrated with other areas of language arts in contrast to being under separate course and/or title.
2. Listening received the least curricular time in comparisons between the reading, writing, speaking and unknown areas of the Language Arts Department. However, together the two categories of listening and speaking were accorded appreciably less curricular time than reading and writing.
3. Most institutions are offering opportunities to pre-service teachers to learn to teach listening, develop units in listening, as well as requiring the collection of, or developing of, listening games and activities.
4. Public Law 95-561 is not being addressed in the teacher-training institutions.

5. Most of the reporting professors had a minimum of five years of college/university teaching experience.
6. The responding professors had changed their approach to the teaching of listening during the last five to ten years.
7. The reasons for the change in the teaching of listening procedures was due to new information about listening and research into the value of listening.
8. The availability of materials was not a factor in change of listening procedures.
9. The professors had not received listening training during their pre-service training.
10. The professor's reported gaining their listening expertise through their own initiative.
11. The responder's do not think listening should be taught as a separate course.
12. The responder's do think methods concerning the teaching of listening merit inclusion in courses for teachers.
13. The responder's do not think pre-service teachers should be required to take specific courses in listening.
14. The responder's do not think teachers are receiving sufficient training in the teaching of listening.
15. The responder's think other curricular areas take precedence over listening.
16. Listening should be included in preparation of teachers more than present practices.

Recommendations

As a result of this study, the following specific recommendations have emerged:

1. Additional studies should be initiated to discover the scope and sequence of listening pedagogy in teacher-training institutions.
2. Further studies should be conducted into the specific requirements of the listening training in teacher-training institutions.
3. Further studies should be conducted into the actual classroom comparing those teachers having listening training and those who have not received training during the pre-service experience. Special emphasis should focus on the short and long term benefits to children.
4. Studies should be conducted to determine post-service/in-service listening training, to comparatively determine the differences, the value and the perceptions between pre- and in-service. Special emphasis should focus on long range benefits to children.
5. Compare professors and teachers curriculum from these institutions with feedback concerning teacher-training programs.

Implications

"The most basic of all human needs is to understand and to be understood. ...the best way to understand people is to listen to them."

Nichols (1980, p. 7)

Calls for reform in curricular content haunt educators. Questions as to where to begin and with what intensity mystify curriculum planners. One reform should begin in the area critical to all education, the Language Arts Department with that reformation evaluated by the final guideline...what is best for the child... what does the child need to know, to understand and to be understood, to be human?

It is generally accepted that all learning is predicated on the ability to listen, therefore to be literate the child needs to know how to listen. Listening literature tells us listening is the most illusive of all language arts and the most misunderstood. This process does not accumulate with use, but must be focused, taught, practiced, learned and relearned.

Listening researchers and supportive evidence contends our language arts educational system is upside down and is contrary to communication practices and needs. The skills needed most (listening) in life are taught the least, while the skills used the

least (reading), are taught the most. Individuals are required to listen approximately 50 percent of the day and read approximately 15 percent of the day. This information was cyclically received attention in the educational world in the 1920's only to diminish, became important again in the 1950's only to diminish and once again has become a focus of some attention in the 1990's.

The author asks how can we prevent the accumulated listening knowledge from discriminating into this cyclical pattern only to resurface in 2010? Not just because the evidence of listening's value is there and useful, but because applying this evidence will benefit children's learning and their ability to gain knowledge. Children who know how to listen will become more literate, because they will be capable of applying those life-skills most demanded of them...to listen.

Reform proponents in language arts have advocated integration and whole language techniques. The author applauds the efforts, but cautions that "whole language" may become nothing more than "whole reading" without careful attention to other language arts, especially listening. Educators fear the dissecting of listening skills (exactly what is being practiced in reading) and indicate all skills should be taught in integration. The author contends integration is needed and desirable. However, the author proposes a language arts concentration (not in theory only but in a real, actual practice) of beginning with "whole" concept (all language arts), specialize on each components (listening, speaking, writing, reading for examples),

examine, define, explore, practice, validate and apply in isolation the individual and unique skills necessary to accomplish each particular task (examine for example each of the 20 some types of listening) and finally put all the components together again... integration. Without fully examining the components how do we know we have the "whole" of a language program?

The language arts professors in teacher-training institutions have stated listening needs more attention in the pre-service curricula. The listening curricular reform should begin in the language arts departments of teacher-training institutions. Language arts professors are in a pivotal position in determining what pre-service teachers ultimately teach in the classroom. The call here is to teach teachers how to teach listening. Those teachers will teach children how to listen.

> "The most basic of all human needs is to understand and to be understood.....the best way to understand people is to listen to them."
>
> Nichols (1980, p. 7)

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QUESTIONNAIRE CONCERNING LISTENING ATTITUDES AND PRACTICES

his researcher wishes to thank the responder for the attention given to the content of this questionnaire. Your time and effort will assist in building an additional knowledge base in the field of listening. Your responses will be kept confidential.

This questionnaire is divided into two categories, PRACTICES and ATTITUDES. Please return this questionnaire by May 8, 1988 using the enclosed stamped self-addressed envelope.

I.D. _____

I. PRACTICES:

Public Law 95-561, the Primary and Secondary School Act of 1978 mandated listening to be taught as a competency area in the basic skills curriculum. Several references will be made to Public Law 95-561 in this questionnaire.

A. INSTITUTIONAL PRACTICES:

1. Does your institution offer any instruction in listening pedagogy?
   - ___ no Please proceed to # 7 this section
   - ___ yes Please continue

2. The listening course is (please check all the appropriate answers)
   - ___ an elective
   - ___ within the teacher training department
   - ___ required
   - ___ within other departments of your institution

3. Please check all listening curricula found at your institution.
   - ___ Listening courses, ie, Listening 101
   - ___ Listening Laboratory/clinic
   - ___ Pre-service class devoted to teaching teachers how to teach and practice good listening skills, ie, Future Teachers Listening 303
   - ___ Specific units within methods courses
     - ___ math methods
     - ___ science methods
     - ___ social studies methods
     - ___ language arts methods
     - ___ other methods courses
   - ___ Written language curriculum
   - ___ Special inservice courses
   - ___ Other curricula (Please list below)

(If course syllabi for any of the above are available this researcher would appreciate your enclosing them with your response)

4. Please check all materials used in the listening curriculum and list the specific text or materials used.

___ specific text on listening — Title _____
___ a unit within a text — Title of Text _____
___ a chapter within a text — Title of Text _____
___ films/filmstrips — Title _____
___ tapes/videos — Title _____
___ computer programs — Title _____
___ Public Law 95-561
___ other materials (Please list)

5. Please indicate the percentage of Language Arts course/s time you devote to instruction in each of the following areas

___ % reading skills and activities
___ % writing skills and activities
___ % speaking skills and activities
___ % listening skills and activities

6. Do pre-service teachers have the following opportunities? (Please check all categories)

to demonstrate good listening practices	___ yes	___ no
to develop units of listening materials	___ yes	___ no
to collect/develop listening games/activities	___ yes	___ no
to study and understand Public Law 95-561	___ yes	___ no

(please list any other opportunities below)

7. Please check the degree of influence Public Law 95-561 has had on curriculum for pre-service teachers at your institution

none	little	moderate	significant	exceptional

B. PERSONAL DEMOGRAPHICS AND PRACTICES ___ Male ____ Female

1. Years of college/university teaching experience (Please Check)

___ 5 years
___ to 10 years
___ to 15 years
___ to 20 years
___ to 25 years
___ above 25 years

2. Years at Present Position (Please Check)

___ 5 years
___ to 10 years
___ to 15 years
___ to 20 years
___ to 25 years
___ above 25 years

3. Level of degree (Please Check) and list major beside the degree.

___ Bachelor of Degree _____
___ Masters Degree _____
___ Specialist Degree _____
___ Doctor of Education _____
___ Doctor of Philosophy _____

4. During the time I have been responsible for teaching listening my teaching strategies have (check the appropriate answer and proceed)

a. ___ remained generally constant during my teaching career
b. ___ changed during during my teaching career

If your response was choice a. please proceed to this section #6.

If your response was choice b. please continue by checking the time sequence indicating when your teaching strategies changed

___ in the last 5 years
___ in the last 10 years
___ in the last 15 years
___ in the last 20 years
___ over 20 years ago

5. My methods of teaching listening have changed because (please check all appropriate answers)

___ new information about listening
___ research indicating the value of teaching listening skills
___ awareness of Public Law 95-561
___ materials available
___ other reasons (please indicate below)

6. Several authorites in listening pedagogy are listed below.
Please place a check under the R if you recognize the name.
Please place a check under the I if the individual or the individual's work has influenced your thinking about listening.

R	I	
___	___	Carolyn Coakley
___	___	Dr. Sam Duker
___	___	Dr. Sara Lundsteen
___	___	Dr. Bruce Markgraf
___	___	Dr. Ralph Nichols
___	___	Dr. Paul T. Rankin
___	___	Dr. Lyman Steil
___	___	Dr. Miriam Wilt
___	___	Dr. Florence Wolff
___	___	Dr. Andrew Wolvin
___	___	Others (please list)

7. I became aware of Public Law 95-561 (Please check)
___ in 1978 ___ since 1980 __ with this questionnaire

8. In my opinion the mandating of Public Law 95-561 had the effect of (please check all appropriate answers)
___ encouraging the emphasizing of listening
___ advancing listening awareness
___ changing listening curriculum
___ encouraging involvement of pedagogy and practices for pre-service teachers
___ no influence

9. I acquired my teaching of listening skills from (please check all appropriate answers)
____ being instructed in a teacher-training institution..please name_____
____ due to my own initiative
____ by available literature
____ personally determining value of listening
____ being influenced by others
____ other sources (please list)

II. ATTITUDES

1. Please indicate your opinion as to each statement's present practice (It IS/THEY ARE NOW) and your opinion as to the desired practice (WHAT/THEY SHOULD BE) in the appropriate box as designated by the categories of ALWAYS, OFTEN, SOMETIMES, SELDOM or NEVER.

		ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
A. Listening should be taught as a separate course to pre-service teachers.	It is now					
	What should be					
B. Methods concerning the teaching of listening merit inclusion in courses for teachers.	It is now					
	What should be					
C. Pre-service teachers should be required to take specific courses in listening.	They are now					
	They should be					
D. Teachers are receiving sufficient training to teach listening.	They are now					
	They should be					
E. Other curricular areas take precedence over listening.	It is now					
	What should be					

2. Please indicate your opinion of the following statements by marking
T for true F for false E for equal

___ Listening skills are more important than reading skills
___ Listening skills are more important than writing skills
___ Listening skills are more important than speaking skills

Thank you for giving this questionnaire your attention. Please share any additional personal beliefs, reactions, comments and/or thoughts concerning listening pedagogy and/or practices of your institution in the following section of this questionnaire.

If you wish a copy of the results of this survey, please complete the following:

Name _____
Address _____
_____ Zip Code _____

ABSTRACT

Elementary Language Arts Professors

Teaching Practices for and Attitudes About

Listening in Select Teacher-Training Institutions

This study investigated the current policies and programs in selected Teacher-Training Institutions to determine if listening is being taught. In addition the current programs and attitudes of the Language Arts professors in those institutions toward listening was surveyed.

The subjects were 99 professors chosen by random selection from five researcher-selected population based categories. The composite response rate was 82.8 percent.

The research inquiry was divided into two categories. The first category addressed institutional and personal demographics and practices. The results indicated listening is being taught in 89.0 percent of the responding institutions. In addition, 95.8 percent of those responding offered this listening knowledge in the teacher training department of the college or university. A majority of the institutions (77.15 percent) provided some integrated (within other courses) listening training and others offered a combination of independent and integrated courses.

Within the Language Arts Departments, as measured by time, listening (16.90 Percent) generally received less attention than the other areas of reading (23.94 percent), writing (27.26 percent), speaking (18.53 percent) and unknown (13.43 percent). In response to the question of pre-service teachers having opportunities to acquire listening knowledge, 91.7 percent responded opportunities were being

provided.

In the division of personal demographics the majority of the responders (68.8 percent) reported having changed approaches to listening training they provided and 89.7 percent reported this personal change had taken place in the last 10 years. Among the reasons for this change were new information and research into the field of listening. In most cases, the professors cited their own initiative as the predominate reason for personal and institutional growth in listening pedagogy and practices. In determining the influence of Public Law 95-561, most professors found the governmental mandate to be of little consequence.

The second category assessed attitudes as measured by policy and personal statements of current and desired practices:

1. Responder's do not believe listening should be taught as a separate course.
2. Responder's do believe pre-service teachers should be taught methods in the teaching of listening.
3. Responder's do not believe pre-service teachers should be required to take specific courses in listening.
4. Responder's do not believe teachers are receiving sufficient training to teach listening.
5. Responder's do believe other curricular areas take precedence over listening.